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ABSTRACT

The TEEM Implementation of Parent Involvement (T.I.P.I.) is a checklist of various aspects of parent involvement found in TEEM's 19 Follow Through communities. The checklist is not to be used for evaluation but rather to describe the implementation of the parent involvement program and provide a way of determining needs for future parent training. All items on the T.I.P.I. are categorized under TEEM's four goal areas of parent involvment; (decision making, classroom participation, home-school contact and parent-developed activities) and can be checked by skill level. The skill levels are: (1) knowledge and identification; (2) developing and planning, (3) implementation; (4) recording and documentation; and (5) assessment and evaluation. (MS)

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TEEM IMPLEMENTATION OF PARENT INVOLVEMENT

The TEEM Implementation of Parent Involvement (T.I.P.I.) is a checklist of various aspects of Parent Involvement found in TEEM's nineteen Follow Through communities. The T.I.P.I. includes the more important facets of each of TEEM's four goal areas of parent involvement. -Decision-Making, Classroom Participation, Home-School Contact, and Parent Developed Activities- but is not intended to cover <u>all</u> aspects of Parent Involvement.

This checklist is not inclusive, nor is it evaluative. It is <u>not</u> to be used for evaluation of how well a Follow Through project staff person does her/his job or to evaluate Parent Involvement project staff effectiveness. T.I.P.I.'s purpose is to describe the implementation of the TEEM Community Parent Involvement Program and provide a way of looking at and determining needs for future parent training. All items on the T.I.P.I. can be assessed by observation, reading of records, or by interviewing people within the community.

The following goal areas include:

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III.	Home-School Contact	11
IV.	Parent Developed Activities	15

The items included in T.I.P.I. are taken from the "Examples of Projected Outcomes," Column 5 of the Self-Training Assessment Recording System (STARS). (To relate individual items or outcomes to the Federal Regulations and TEEM's goals and objectives, please refer to the STARS.) Read each item. If the project is not doing what the outcome states (for example, does not have the appropriate committee, or system, etc.), circle NO. If "no" is circled, state reason why there is no compliance on STARS in column 6.

If the project does have or is doing what is stated in the item, circle YES, then indicate at what skill level this activity is taking place by circling the appropriate number from 1 to 5. The skill levels, explanations and examples are given below. Any item may be happening at any level.

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PARENT INVOLVEMENT SKILL LEVELS

Level 1

Knowledge and Identification - Parents are aware, can talk about, can identify and assess needs and know about aspects of the program.

If improvement is needed at this level, it could be done through: letters, flyers, agendas, minutes of P.A.C. meetings, workshops, Follow Through staff contact, personal contact, visits, etc.

Level 2

Developing and Planning - Parents know there is a need and are developing ways to meet the need.

If improvement is needed at this level, it could be done through: meetings, workshops, setting goals/objectives, identifying roles and responsibilities, documents indicating stages of development, draft plans, establishing committees, plus all items in level 1 above.

Level 3

Implementation - Parents have developed a system which is in operation. The plans in level 2 above are being carried out.

If improvement is needed at this level, parents should go through all of the above processes.

Level 4

Recording and Documentation - Parents are keeping written records of what is or has taken place.

If improvement is needed at this level, it could be done through: workshops on record keeping; exposing parents to a variety of recording systems; the value of records and how to use records, etc.

Level 5

Assessment and Evaluation - Parents are assessing and making changes based on looking at what has been done; are identifying weaknesses and strengths in the present system for use in future planning.

If improvement is needed at this level, parents need to be more active in all of the above four levels.

I. DECISION-MAKING

Decision-making by parents encompasses all aspects within the Follow Through program. This process is only one of many important responsibilities TEEM sees parents as having in Follow Through. TEEM's goal is: Parents will assist and actively participate in the process of making decisions about the nature and operation of whatever programs and community offers which influence their children.

The Federal Regulation goal in this area is:

> "A basic tenet of Follow Through is that parents have both the right and responsibility to share in determining the nature of their children's education. Accordingly, parents must be given opportunities to take an active role in all aspects of Follow Through. Interaction among parents and Follow Through staff in homes, classrooms, and elsewhere in the community can (1) help parents learn how they can best support and influence the program and, on their own, contribute more fully to their child's total development, and (2) help staff become more responsive to the needs and goals of the parents and community and translate such goals into meaningful project activities."

I. Decision-Making

Yes - No		Level				
	Follow Through projects have:					
Y - N	a) A Policy Advisory Council (PAC) of which at least 50% of the members must be elected from among low-income parents of children in Follow Through classes; remaining members should be drawn from agencies, community groups and individuals who have concerns for children.	1	2	3	4	5
Y - N	b) Local Parent Committees (e.g., Mini-PAC's, Parent Groups, or classroom committees).	1	2	3	4	5
Y - N	c) A representative designated by Community Action Agency (CAA) must be a member of the PAC.	1	2	3	4	5
Y - N	A chairperson is elected from the Follow Through parents on the committee; the chairperson schedules frequent PAC meetings.	1	2	3	4	5
Y - N	Minutes are kept of each PAC meeting and are available to parents and LEA personnel.	1	2	3	4	5
Y - N	By-laws are developed by the PAC which define purposes, functions, and procedures of the Follow Through PAC in accordance with the Follow Through Program Manual.	1	2	3	4	5
Y - N	Election procedures are established which provide PAC continuity, turnover of PAC membership, and participation of Follow Through parents in the election of PAC members.	1	2	3	4	5
Y - N	The composition of PAC membership meets Follow Through program manual requirements.	1	2	3	4	5
Y - N	The PAC is provided with information from the LEA in relation to project concerns (e.g., relevant federal, state, and local policies and procedures.)	1	2	3	4	5
Y - N	The LEA makes its resources (e.g., physical facilities, personnel available to the PAC as needed.	1	2	3	4	5

Yes - No		Level				
Y - N	Each PAC has developed by-laws which define purposes and procedures of the committee or council.	1	2	3	4	5
	At a minimum, the PAC:					
Y - N	a) Represents the interests and concerns of parents, professional organizations, and public agencies;	1	2	3	4	5
Y - N	b) actively participates in the development of and gives approval to the Follow Through application before it is submitted;	1	2	3	4	5
Y - N	c) reviews and signs the final application for funds, including its comments on proposal design;	1	2	3	4	5
Y - N	d) plays a continuous role in the operation of the project;	1	2	3	4	5
Y - N	e) establishes criteria for the selection of Follow Through staff personnel (paid and volunteer) and participates in their recruitment and selection;	1	2	3	4	5
Y - N	f) continually assesses the effectiveness of the Follow Through project and makes recommendations to the project coordinator regarding program implementation;	1	2	3	4	5
Y - N	g) established a procedure by which grievances and complaints of parents and others can receive prompt and sympathetic consideration and participates in working toward their resolution;	1	2	3	4	5
Y - N	h) assists in organizing parent activities;	1	2	3	4	5
Y - N	i) communicates (e.g., minutes, newsletters, monthly calendars, personal contacts) with parents, community agencies, etc., to inform them of important decisions, ongoing activities and to encourage active participation.	1	2	3	4	5
Y - N	j) assists in mobilizing community resources.	1	2	3	4	5
Y - N	All committees or councils have a chairperson, vice-chairperson and secretary; they also have a treasurer where PAC's control the funds for parent activities.	1	2	3	4	5

Yes	No		Level				
Y	N	The LEA assists the PAC in developing the skills needed to fulfill PAC functions as stated in Follow Through Manual and Regulations.	1	2	3	4	5
Y	N	The PAC plays a substantial role in the planning and management of the Follow Through project.	1	2	3	4	5
Y	N	The PAC is encouraged to form sub-committees in areas such as personnel, career development, curriculum, evaluation, fund-raising, budget, grievances, parent activities, community relations, etc. (Provisions are made for funds to support these sub-committee activities.)	1	2	3	4	5
		Monthly meetings are held for Follow Through parents (by school or by community project):					
Y	N	a) To inform parents of new developments in the project;	1	2	3	4	5
Y	N	b) to provide opportunity for parents to discuss issues and make recommendations for referral to the PAC and project coordinator.	1	2	3	4	5
Y	N	Each Follow Through project makes provisions for ample parent participation in classrooms and other project activities, in both salaried and non-salaried capacities.	1	2	3	4	5
Y	N	The Follow Through staff explains and interprets the Follow Through program -- its processes and its objectives -- to parents.	1	2	3	4	5
Y	N	The LEA acts on recommendations and concerns of the PAC.	1	2	3	4	5
Y	N	This PAC committee has goals and objectives, materials and tools to enhance and/or support parent involvement effectiveness in their school system.	1	2	3	4	5
Y	N	All components of the comprehensive Follow Through project are coordinated so that the child is served in a non-fragmented, efficient manner.	1	2	3	4	5
Y	N	a) Teaching and other project staff meet frequently to discuss and evaluate project activities and exchange information on the behaviors of individual children.	1	2	3	4	5

Yes - No		Level				
Y - N	b) A system is in operation so that any problem detected by any staff member (as well as any specific opportunities discovered to support the development of a child) is communicated to all other appropriate staff.	1	2	3	4	5
Y - N	Systematic communications exists between parents and Follow Through staff.	1	2	3	4	5
Y - N	The Follow Through Director meets with PAC members and other parents.	1	2	3	4	5
Y - N	The PAC participates in discussions about the value and direction of each program component.	1	2	3	4	5
	Since Follow Through is one of the special emphasis programs within the community action title of the Economic Opportunity Act, its aims include:					
Y - N	a) That low-income people are given a larger voice in handling their own affairs, in determining the priority of their needs, and in establishing the ways in which those needs shall be met;	1	2	3	4	5
Y - N	b) that Follow Through guidelines require involvement of parents, representatives of relevant community agencies, and other individuals having concern for project planning and operation reflect the aim of community action;	1	2	3	4	5
Y - N	c) that the Follow Through program is committed to efforts that assist in opening up the school and community to each other for the benefit to the child, home, and school.	1	2	3	4	5
Y - N	The Follow Through staff responds to the needs and goals of the parents.	1	2	3	4	5
Y - N	There are educational and community activities which translate the expressed goals of parents into project activities (e.g., availability of G.E.D. courses, self-help groups, speakers, social centers, etc.)	1	2	3	4	5
	A public relations committee supports and advocates parent involvement in the school and community through:					

Yes - No		Level				
Y - N	a) News articles in the local newspaper that detail Follow Through happenings for community information;	1	2	3	4	5
Y - N	b) newsletters for the school or community project which contain articles about parents in Follow Through and also disperse any other information and news that is important or relevant to the success of the project;	1	2	3	4	5
Y - N	c) contact and/or communicate with other community organizations involved in the educational process of children (e.g., store owners, fire and police departments, elderly programs, Community Action Programs (CAP), etc.).	1	2	3	4	5

II. CLASSROOM PARTICIPATION

The home environment exerts a powerful influence on the child. Parents are the first teachers a child encounters. The formative years before a child enters school have an impact on how that child sees her/himself and help determine the school success a child will experience.

TEEM's goal in classroom participation is: Parent assistance and active participation in the classroom will be ongoing. Because of past and new experiences acquired by parents, they will continue to have an integral part in determining their child's educational program (as resource people, volunteers, tutors, paid employees, etc.)

The Federal Regulation goals state that each Follow Through project must have a parent and community involvement component which actively involves parents and other interested persons in the community in all aspects of the project through participation in the classroom as observers, or volunteers, or as paid employees.

II. Classroom Participation

Yes - No		Level				
Y - N	Parents of Follow Through children are given preference for employment in the Follow Through project.	1	2	3	4	5
Y - N	There is an established volunteer program that gives parents a better understanding of project objectives and ways in which they may further the education of their child and community.	1	2	3	4	5
Y - N	Parent volunteers serve as substitutes for paraprofessionals in the project.	1	2	3	4	5
Y - N	Parents are encouraged to become involved in classroom activities and outside activities such as guided or unguided observations, planning with the teacher or child, being a small group leader, tutor or recorder, and by attending conferences, pre-services and inservices.	1	2	3	4	5
Y - N	The Follow Through program makes every effort to encourage the participation of Follow Through families and community to become involved in the program and plans evening or Saturday projects that allow participation by working parents.	1	2	3	4	5
Y - N	The parent volunteer program includes activities that bring about better understanding of project objectives and shows ways parents can further the education of their children.	1	2	3	4	5
Y - N	The Parent Involvement Component has materials available that explain and interpret the school program to parents and the community.	1	2	3	4	5
Y - N	Educational workshops on Follow Through and expressed needs and interests of parents are held on a regular basis.	1	2	3	4	5
Y - N	Parents have specific knowledge about the Follow Through program and can explain the following terms: Follow Through, TEEM, and Instructional Component to individuals or a group.	1	2	3	4	5
Y - N	Parents are utilized as trainers in Follow Through activities.	1	2	3	4	5

Yes - No		Level				
Y - N	Parents as community volunteers and paid employees actively participate in developing and planning of activities for children that can be utilized in the classroom or at home.	1	2	3	4	5
Y - N	PAC has established a curriculum committee that is a standing committee whose function is to make recommendations for program change or bring to PAC for approval recommendations for program change made by Follow Through staff.	1	2	3	4	5
Y - N	Follow Through staff and the Career Development Commiteee coordinate with and utilize federal, state and local resources for advanced education of paraprofessionals.	1	2	3	4	5
Y - N	The Curriculum Committee, made up of parents and staff, plans, develops, and evaluates materials, coordinates home and school learning experiences.	1	2	3	4	5
Y - N	Parents-developed materials such as a resource book of community people and parents, questionnaries, curriculum materials, etc., are used to relate the purpose of Follow Through and to further the development of home-school communication.	1	2	3	4	5
Y - N	Contributions made to the program by parents such as number of volunteer hours by parents, and suggestions or ideas that have been implemented in the program are recorded in a systematic way.	1	2	3	4	5
Y - N	Parents function as innovators within all aspects of the program by initiating changes, introducing new methods, etc.	1	2	3	4	5
Y - N	Parents are involved in educational activities and innovative programs that help provide for child, family and community growth such as G.E.D. programs, Adult Basic Education, in-services and preservices, extension courses, workstudy programs, etc.	1	2	3	4	5
Y - N	All available community, state resources and Follow Through resources are utilized within the program, such as parents, grandparents, principals, staff, local, county and state organizations, PTA, Head Start, daycare, social agencies, etc.	1	2	3	4	5

Yes - No		Level				
Y - N	Parents and other community people are utilized in the program as tutors.	1	2	3	4	5
Y - N	Follow Through parents are involved on other boards, such as school board, local or state educational boards, in title programs in advisory capacities, etc.	1	2	3	4	5

III. HOME-SCHOOL CONTACT

TEEM's Parent Involvement program emphasizes the complementary roles of school and home as centers of intellectual development. To make this happen the school must initiate frequent, positive communications to the home concerning the child's progress in school and acquaint parents with the instructional program, goals and ways of implementation.

Parents who become more aware of how children learn things at home which relate to things at school tend to interact more positively with children and to reinforce children's learning experiences. The parents who observe and become participants in a classroom situation will come to understand more fully TEEM's instructional goals for their children. During formal meetings and informal gatherings, parents will discuss ways to apply and reinforce these goals in the home environment.

TEEM's Parent Involvement goal in Home-School Contact is: Teachers and family will continue to have home-school interaction focusing on the child's total developmental progress in a positive manner.

The Federal regulation goal in this area states that each project shall have:

> "A parent and community involvement component which actively involves parents and other interested persons in the community in all aspects of the project through regular home visits, and other contacts initiated by project staff."

III. Home-School Contact

Yes - No		Level				
Y - N	A communication system that focuses on home-school contacts relates the needs of the child, family and school to each other.	1	2	3	4	5
Y - N	Established committees such as the telephone committees, publication committee, grievance committee, etc., foster better communication between home and school.	1	2	3	4	5
Y - N	Home visits that are coordinated or planned with the prior knowledge and consent of the parents as frequently as appropriate and desired.	1	2	3	4	5
Y - N	Materials such as flyers, calendars, minutes, agendas, news articles, letters, etc., are used to communicate goals and objectives of the Follow Through program.	1	2	3	4	5
Y - N	Meaningful interaction takes place between Follow Through staff, parents working as volunteers, teacher and parent visits, staff and parent developed activities, parent conferences, PTA, etc.	1	2	3	4	5
Y - N	Participation of parents in the program as teacher assistants: gives school staff an opportunity to become better acquainted with the parent; to understand their concerns and to learn from them; enables school staff to explain and interpret the school program to community members; gives parents a better understanding of project objectives and ways they may further the education of their children.	1	2	3	4	5
Y - N	The project has materials such as letters, books, slides, or a movie that explain and interpret the Follow Through program to staff, parents, and the community.	1	2	3	4	5
Y - N	Home visits are a regular procedure for all Follow Through staff, teachers, principals, etc.	1	2	3	4	5
Y - N	The project has a program plan that uses appropriate strategies to explain the advantages of interactions between the home and school.	1	2	3	4	5

Yes - No		Level				
Y - N	The Follow Through program is expanding through use of today's knowledge of school activities, services, and communication within the community as a basis for planning future actions.	1	2	3	4	5
Y - N	Monthly meetings such as parent groups, informal discussions, joint meetings, workshops, etc., of the parents in each Follow Through school or project are an established practice that allows for discussion of issues, assessment of program, and the making of suggestions and recommendations to the PAC and project coordinator.	1	2	3	4	5
Y - N	Staff development opportunities exist for professional and paraprofessional staff.	1	2	3	4	5
Y - N	Purposeful home visits for exchange of information about a child's behavior and interests, health and nutrition information, etc. by Follow Through staff classroom personnel, health and social workers, and parent involvement staff are made frequently as is appropriate and desired.	1	2	3	4	5
Y - N	Parents are encouraged to accompany their children to examinations.	1	2	3	4	5
Y - N	There is an organized structure or system in operation that maintains regular home-school contact. This system includes many of the projected outcomes of the previous objectives.	1	2	3	4	5

TEEM'S IMPLEMENTING PARENT INVOLVEMENT

CHART

SKILLS LEVELS	DECISION-MAKING					CLASSROOM PARTICIPATION					HOME-SCHOOL CONTACT					PARENT DEVELOPED ACTIVITIES				
	Organization	Functions	Performance	Evaluations	Advocators	Volunteers	Program	Interpretation	Exchange Agents	Innovators	Communication	Interaction	Exnand	Quality	Maintain	Types	Procedures	Roles & Functions	Self Concept	Leadership
I KNOWLEDGE & IDENTIFICATION																				
II DEVELOPMENT & PLANNING																				
III IMPLEMENTATION																				
IV RECORDING & DOCUMENTARY																				
V ASSESSMENT & EVALUATION																				

IV. PARENT DEVELOPED ACTIVITIES

Parent developed activities take on many forms from social events to the parents' role as evaluators. Therefore, it is important that the Follow Through program provide support to parents in activities that are being developed by parents.

The varied interests of parents represent rich resources for general program support. As parents become more involved, they can provide valuable input to all aspects of program development.

To emphasize this area TEEM's Parent Involvement goal is stated: Parents will maintain their identity as leaders within the educational and community activities which parents have developed and are implementing.

To reinforces TEEM's goal, the Federal Regulations state that each project shall have:

> "A parent and community involvement component which actively involves parents and other interested persons in the community in all aspects of the project through participation in educational and community activities developed through other program components."

IV. Parent Developed Activities

Yes - No		Level				
Y - N	Parents are involved in educational and community activities which parents have helped develop.	1	2	3	4	5
Y - N	Parents are working closely with its program sponsor and the Follow Through staff in developing procedures for implementing instructional aspects of the program approach in Follow Through classrooms.	1	2	3	4	5
Y - N	Components are planned in coordination with parents.	1	2	3	4	5
Y - N	Education programs exists for parents of Follow Through children.	1	2	3	4	5
Y - N	Project personnel and parents are involved in solution of expressed or observed needs of the child or family's problem.					
Y - N	The Follow Through projects has involved parrents in the development and planning of educational and community activities which are responsive to the expressed need of the parent.	1	2	3	4	5
Y - N	An instructional component involves parents in classroom activities to insure that much of what the child experiences in the classroom will be known and supported in the home.	1	2	3	4	5
Y - N	Follow Through projects with parents' assistance stimulates self-help efforts among the Follow Through families (e.g., establishing family life courses; providing for speakers from legal aid; offering consumer education classes, etc.)	1	2	3	4	5
Y - N	Educational courses such as (G.E.D.) are available to paraprofessionals and parents within community.	1	2	3	4	5
Y - N	A volunteer program is organized that utilizes existing resources based on the needs of the Follow Through children and families.	1	2	3	4	5
Y - N	A parent or group (PAC) represents the interests and concerns of other parents in professional organizations and public agencies.	1	2	3	4	5

Yes - No		Level				
Y - N	A parent or group actively participates in the development of and gives approval to the Follow Through application before it is submitted.	1	2	3	4	5
Y - N	Parent Selection Committee of Follow Through staff personnel (paid and volunteer) participates in their recruitment and selection.	1	2	3	4	5
Y - N	Parents or group assist in organizing parent activities.	1	2	3	4	5
Y - N	Parents or group (PAC) are involved in the mobilization of community resources.	1	2	3	4	5
Y - N	A procedure exists by which grievances and complaints of parents and others can receive prompt and sympathetic consideration, and through which parents can participate in working toward their resolution.	1	2	3	4	5
Y - N	Space is provided within project facilities where parents can meet and work towards betterment of the children's education.	1	2	3	4	5
Y - N	Parents represent or have membership in some other agencies or group, e.g., non-voting members in the school board.	1	2	3	4	5
Y - N	Parents cooperatively help others in the neighborhood or community encouraging them or organizations to organize after school activities for their children and/or themselves.	1	2	3	4	5
Y - N	Regular volunteers are in the classroom; volunteers are continuously being utilized in all aspects of the Follow Through projects.	1	2	3	4	5
Y - N	Parents volunteer to assist in instructional activities, help make teaching materials, guide visitors to the project, assist children on field trips, serve as carpenters, painters, baby sitters, interpreters, gardeners, storytellers, bus aides, mealtime helpers, newsletter staff, equipment managers, photographers, etc.	1	2	3	4	5
Y - N	Parents are involved in planning, developing, reviewing and signing off on the final application for funds.	1	2	3	4	5
Y - N	Parents maintain or find new ways for funds to be made available to PAC to support its activities.	1	2	3	4	5